

**2006-08 Pupil Transportation
Supervisors'**

Continuing Education Program

**"Developing an Action Management
Plan"**

Student Manual

Presented

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Credential Period: 2008 -2010



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Recognition

Recognition and appreciation are extended to Mr. Howard "Mac" Dasney, Mr. Dale Goby, and Mr. Nathan Rowen. Their experience with and commitment to Michigan's Pupil Transportation Industry resulted in the development of this transportation supervisor curriculum.

To Sergeant Sharon Vancampen, Commander School Bus Inspection Unit, Motor Carrier Division, Michigan Department of State Police, for her technical support for this program.

To Karen Losch, Executive Director, Michigan Association for Pupil Transportation, for her support and providing a location for the curriculum development team to do its work.

To Bill Coaster, Director, Northwest Michigan Training Consortium, for his patience with our curriculum development process, advice regarding curriculum development, and his continuing efforts as liaison to TAAM program directors.

2006-08 Pupil Transportation Supervisors' Continuing Education Program Themes

"He who fails to plan, plans to fail ..."

Louise Manning

Venkat Saripalli, Chief Financial Officer, Lansing School District, *Lansing State Journal*, December 10, 2007. Lansing parents show up, get involved: Groups to map out steps to attain goals for district.

"Leadership is ... the chronicle of judgment calls. ... We are not discounting the importance of experience. ... But experience is no guarantee of good judgment. There is a huge difference between 20 years of experience that advances one's learning and one year of experience repeated 20 times."

Warren Bennis and Noel Tichy, "Judgment Trumps Experience" Wall Street Journal, November 29, 2007, Page A19

Continuing Education Program Description

Participants will experience new ideas and apply existing concepts in new ways to deal with management problems, questions, or situations.

Fleet administrators, working in teams, will review and analyze the same problem, question, or situation (PQS). Each team will prepare and present an Action Management Plan (AMP) plan to deal with the PQS. Team members will share their experience, knowledge, and skill with other team members. Interaction among team members will produce a synergistic effect resulting in team members learning from one another.

Each team will present its plan to the other teams in the class. A discussion will take place among the teams regarding each team's plan. Interaction among the teams will produce a synergistic effect resulting in all teams learning from one another.

Teams will compare and contrast their AMP(s) to an industry standard. Juxtaposing team AMP(s) with an industry standard will allow for revising and remodeling AMP(s) and possibly current industry standards. Participants will take away from the class new ways of looking at existing and new ideas to solve problems, answer questions, and deal with situations.

The curriculum will be designed to encourage interaction between and among participants. The team concept provides the freedom and opportunity for supervisors to interact in a less competitive environment. Comparing team plans with an industry standard will create an environment for teams to participate in a broader class discussion. All participants will benefit from the interaction between teams and instructors in this general discussion.

An outcome of this discussion will be a class consensus AMP for each topic presented by the teams. All participants will take home their teams AMPs and the class consensus AMPs presented during their program. In addition, each 2006-08 Continuing Education Program participant will receive the consensus AMPs developed by all classes.

Class Program Time Schedule

<u>Time</u>	<u>Topic Time</u>	<u>Program Activity</u>
8:30 – 9:00		Participant registration and materials distribution
9:00 – 9:30	:30	Introduction, Goals, and Illustration
9:30 – 10:40	1:10	Topic
9:30 – 10:00		Groups develop AMP
10:00 – 10:20		Groups present AMP
10:20 – 10:40		Class identifies consensus AMP
10:40 – 10:50	:10	BREAK
10:50 – 12:00	1:10	Topic
10:50 – 11:20		Groups develop AMP
11:20 – 11:40		Groups present AMP
11:40 – 12:00		Class identifies consensus AMP
12:00 – 12:40	:40	LUNCH
12:40 – 1:50	1:10	Topic
12:40 – 1:10		Groups develop AMP
1:10 – 1:30		Groups present AMP
1:30 – 1:50		Class identifies consensus AMP
1:50 – 2:00	:10	BREAK
2:00 – 3:10	1:10	Topic
2:00 – 2:30		Groups develop AMP
2:30 – 2:50		Groups present AMP
2:50 – 3:10		Class identifies consensus AMP
3:10 – 3:50	:40	Year In Review
3:50 – 4:00	:15	Program Evaluation

**2006-08 Pupil Transportation Supervisors'
Continuing Education Program
Goals**

1. Transportation Supervisors working in groups of 3-9 will develop Action Management Plans (AMP) to respond to highly visible fleet management issues. The issues will be combinations of problems, questions, and situations.
2. Fleet managers will gain experience, knowledge, and skill from interacting with fellow managers within their respective groups and among the four groups in their class session.
3. Each class will develop a consensus AMP from each of the four topics presented during their session.
4. Catalog all consensus AMPs and distribute them to each program participant.

Action Management Plan Components

- A. Statement of problem, question, or statement
- B. Attributes of problem, situation, or question
 - a. Qualities
 - b. Characteristics
 - c. Traits
 - d. Features
 - e. Elements
 - f. Parts
 - g. Aspects
- C. Describe strategy/options to focus on attributes
- D. Identify performance objectives to solve problem, answer question, or deal with situation
- E. Describe actions to accomplish objectives
- F. List and describe method(s) to evaluate accomplishment of actions

Action Management Plan Worksheet	
1) Statement of Problem, Question, or Situation	
2) Attributes of Problem, Question, or Situation	
Examples of: Qualities Characteristics Traits Features Elements Parts or Aspects of Problem, Question, or Situation	
3) Describe strategies or options to focus on attributes	
4) Identify AMP Objectives	5) Define outcomes per objective
6) List actions to accomplish objectives	
7) Identify methods to evaluate actions/tasks to meet objectives	

AMP Development Worksheet

Statement of Problem, Question, or Situation

Dispatch informs you that there are so few school bus drivers it is very difficult to meet the on-time arrival and departure performance standards. A review of employment and training records indicates that the department trained and hired 10 school bus drivers 4 months ago. Only three remain employed. Develop a plan that will improve the probability that candidates will be successful school bus drivers. A success is a driver still working after three years.

Consider a face-to-face interview as the centerpiece of your AMP.

Attributes of Problem, Question, or Situation

Examples of:
Qualities
Characteristics
Traits
Features
Elements
Parts
Aspects

A successful school bus driver:

- is self confident;
- has a positive work ethic; and
- possesses technical skills.

Describe strategies or options to focus on attributes

Develop an interview process that lasts between 30 and 45 minutes and has the candidate talk for 75% of the time – 23 to 34 minutes.

Self-confident is defined for this purpose as the knowledge of one's self and one's ability to contribute to the success of a team/group in a work or social setting. A candidate describes his/her interests, hobbies, work goals, previous jobs, and what he/she liked and disliked about them. A candidate describes experiences in a work situation where he/she acted as a leader and as a follower, i.e. member of an employee team working on a task and a supervisor of a group accomplishing an activity or task. Candidate describes a situation when he/she was the only one in the group with an idea for completing a task and how he/she convinced the others to follow his/her lead.

Positive work ethic includes describing how one performed activities and tasks in a dynamic people intensive environment. Candidate provides examples and describes experiences where:

- he/she met a specific time schedule to accomplish job activities or tasks; he/she followed the directions of a supervisor or a more senior colleague to accomplish a work related task;
- he/she describes a situation where he/she had to complete an activity/task without direction or supervision;
- he/she dealt with a hostile employee, client, or contact with which he/she had daily contact.

Technical skills include the operation and maintenance of a car, truck, bus, or heavy equipment. It also includes training received in the operation or maintenance of cars, trucks, buses, or heavy equipment. The candidate describes experience and/or training in the:

- operation of cars, trucks, buses, and or heavy equipment;
- implementation of emergency procedures, e.g. first aid or CPR certification, emergency operation of a motor vehicle;
- accomplishment of activities or tasks related to driving a car, truck, bus, or heavy equipment.

<u>Identify AMP objectives</u>	<u>Define minimum performance levels for each</u>
<p>Interview should last between 30 and 45 minutes.</p> <p>Candidate should talk 75% of the time – 23 to 34 minutes.</p> <p>Candidate provides as much information about his/her self-confidence, work ethic, and technical skills as time allows.</p> <p>Interview outcomes allows interviewer to determine if the candidate has a high probability to succeed as a school bus driver.</p>	<p>Interview does not end before 30 or go beyond 45 minutes.</p> <p>Interviewer asks only interview questions and does not enhance those questions or discuss candidate's answers.</p> <p>Candidate answers questions asked and does not wander off the topic.</p> <p>Interviewer compares candidate's answers to predetermined acceptable and appropriate answers to interview questions.</p>

<u>List actions/tasks to accomplish objectives</u>
<p>See attached interview questions and acceptable and appropriate answers.</p>
<u>Identify methods to evaluate actions/tasks to meet objectives</u>
<p>A total of 53 points is available through this interview process. There are four levels of candidate evaluation based upon the score received through the interview.</p> <p>A score of:</p> <p>36 points or lower is unacceptable, low probability of success as school bus driver;</p> <p>37 – 42 points is acceptable, minimal probability of success as school bus driver may need special work during training;</p> <p>43 – 47 points is acceptable, good probability of success as school bus driver; and</p> <p>48 – 53 points is acceptable, excellent probability of success as school bus driver.</p>

	Personal Interview Scoring				
	Part I: General Information		Part II: Application School Bus Ops		
	Response Point Values		Unacceptable	Acceptable	Exceeds
Questions					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
Subtotal	0		0		
Total			0		
Score	Unacceptable				

Exit interviews with employees leaving your department are important to determine the validity and reliability of the driver interview and selection process.

Bus Driver Interview Form

Interviewee: _____

Date: _____

Time: _____

1. Tell me a little bit about yourself: hobbies, interests, job history, and work goals.
Identified and described answers - 2 points.
2. Describe a work or social situation where you acted as a leader. How does leadership apply to driving a school bus?
Identified and described answers - 2 points. Leadership includes adult on bus; direct children to, from, and on bus; and model acceptable behavior. Three points must get at least 2 of 3 traits to be acceptable.
3. Describe a work or social situation where you had to follow the direction of someone else. How does the ability to follow directions apply to driving a school bus?
Identified and described answers - 2 points. Job directions, geographic directions, model action for kids, directions necessary for safe operation of school bus. Four points must include job directions and necessary for safe operation of school bus to get any points for this second part.
4. Tell me about a work or social situation where you were the only one in a group with an idea for completing a task and how you persuaded the others to follow your lead. How does the concept of individualism apply to driving a school bus?
Identified and described answers - 2 points. Only adult on the bus, often must make decisions alone, must lead the group often when the group does not want to follow, often must persuade children to act when they do not understand why. Four points must include only adult on bus, persuade children to act when not known why to give any points for this second part.
5. Describe a situation where you had to meet a specific time schedule to accomplish job activities or tasks. How does the idea of meeting a time schedule apply to a bus driver?
Identified and described answer - 2 points. School start times; student pick-up and drop-off times; school dismissal and departure times; important for parents, school officials, and children to see consistent on-time operation by driver. Eight points must include student pick-up and important for parents and children to see consistent on-time operation before any points are given for this part.
6. Tell me about a situation where you had to follow the direction of a more senior employee to accomplish a work related task. How does this idea of following directions of fellow workers apply to bus driving?
Identified and described answer - 2 points. More knowledgeable fellow employee, group leader fellow employee, dispatch or someone from the office, and operating in group on field trip. Four points must include more knowledgeable employee and dispatch or office to receive any points for this part.
7. Tell me about a work or social situation where you had to deal with a hostile fellow employee or client. How does the ability to deal with hostile people deal with driving a school bus?
Identify and describe answer - 2 points. Adult driver with passengers; adult driver with aggressive parent; adult driver with frustrated community members and or drivers. Four points must include that the driver acts as an adult in such situations.

8. Tell me about a work or social situation where a fellow employee or colleague did not agree with you regarding how to accomplish an activity or task but you had to work together to accomplish the activity or task. How does this idea apply to driving a school bus?

Identified and described answer – 2 points. Persuade passengers to follow rules and driver's direction, parents to comply with pick-up and drop-off locations and procedures, and fellow drivers how to deal with bus driving/operating situation. Four points must include the idea of persuade through leadership, meeting time schedules, and following directions.

9. Describe your experience operating a car, truck, bus, or heavy equipment.

Identified and described answer. 2 points. To receive the two points, candidate must describe specific illustration of vehicle and/or equipment operation.

10. Describe your experience with maintaining a car, truck, bus, or heavy equipment.

Identified and described answer – 2 points. To receive the two, candidate must describe specific illustration of vehicle or equipment maintenance. Candidate receives 2 points if he/she candidly indicates he/she has not had such specific experience.

11. Describe any training you have in emergency procedures: first aid or emergency operation of a motor vehicle.

Identified and described answer – 2 points. To receive the two points, candidate must describe specific illustration of emergency procedure training, e.g. first aid and or CPR certification, ASF training, etc. Candidate receives 2 points if they candidly indicate he/she has not had such specific training.

Final comments regarding the above interviewee:

Planning for the Interview¹

The persons who will conduct the interviews should be sufficiently familiar with the job to list the skills and knowledge needed for successful performance. It might be helpful to the interview to separate these into the following categories:

1. Those that are desirable but may not be absolutely essential.
2. Those which are critical to acceptable performance.
3. Those which are not only critical but for which a high degree of the trait is important for top quality.

In preparing such a list, both the position description and class specifications may be an aid to listing the required characteristics. An additional source for identifying the characteristics of a specific position could be the previous orientation period service rating factors, if relatively recent and available.

What Considerations are Inappropriate or Illegal?

This is not always easy to answer. What is job related for one position may not be for another. However, recent court decisions have defined some specific areas that clearly should be avoided in making the hiring decision. Questions in these areas are generally illegal:

1. **Citizenship** - You may ask whether an applicant has appropriate legal status to work in the U.S. You may not ask of what country the applicant is a citizen.
2. **Political Beliefs, Race, and Religion** - The Civil Rights Acts of 1964, as amended, the Equal Employment Opportunity Act of 1972, and the Constitution of the State of Michigan prohibits consideration of these factors in making the hiring decision.
3. **Age** - You may ask if an individual is 18 years or older. You may not ask the person's age or date of birth. If an individual is at least 18, age cannot be a consideration in whether or not to hire, except where a minimum age is part of the job specification.
4. **Arrests** - You may not ask about arrest records. Arrest without conviction does not prove any wrongdoing. Any assumption that an individual who has been arrested is guilty of wrongdoing is unfair, unfounded, and unconstitutional.
5. **Marital Status, Number of Children, and Family Planning** - You may not ask questions related to these subjects.
6. **Stigma** - You cannot refuse to hire someone on the grounds that, in your judgment, he/she may not be accepted by customers, clients, or co-workers because of a deformity, disability, race, height, weight, gender, or age.
7. **Type of Military Discharge** - You cannot refuse to hire an individual who has received a discharge that was other than honorable.
8. **Institutional Grounds Confinement** - You cannot refuse to hire on the grounds that an individual was confined to a correctional or a rehabilitation institution or that the individual is or was under the care of a doctor for physical or psychological therapy.
9. **Friends or Relatives** - Policies of employing only one marriage partner in an agency are held by EEOC (Equal Employment Opportunity Council) to have a discriminatory effect on employing women. You should not refuse to hire individuals on the basis of their having friends or relatives already employed in the agency. However, close relatives working in an employee-supervisory relationship may not be desirable.

Remember that this section is concerned with areas that are illegal to consider in the interview. Ask yourself if the questions you ask are necessary to find out whether the

¹ Section 4, Hiring and Employment Guidelines, Department of Labor and Economic Growth.

person can do the job. If not, do not ask those questions. For example, you may not ask the interviewees how many dependents they have since this information has nothing to do with the ability to perform the duties of a position. However, once an individual is hired, this information would be needed for health insurance purposes.

What Consideration May or May Not Be Legitimate?

The following areas may be included in the interview if they have been shown to be requirements for successful performance on the job. This would mean that they would be part of the minimum qualifications and specifically listed in the class specification. Consideration of any of the following factors when they are not directly related to the job may result in charges of discrimination:

1. A requirement of a professional license that is not directly related to the job is discriminatory. This would also apply to other kinds of education and/or experience requirements.
2. An interviewer may not refuse to consider for hiring a visually or physically disabled person unless it can be shown that the disability would prevent the person from performing the duties of the position. A disabled person should not be discriminated against because of architectural or work barriers that can be changed. For example, a ramp can be constructed or files changed so they are accessible from a wheelchair.
3. Questions about convictions for criminal offenses should be avoided where possible. They can only enter into hiring decisions when shown to be related to job performance. Note the distinction between arrest records that prove nothing (their use is clearly illegal) and convictions, which may be valid barriers to employment for certain positions.
4. Saturday/Sunday work requirements may serve to discriminate against certain religious denominations. Employers are obligated to make reasonable accommodations for the religious needs of employees.
5. Questions about mobility, job location, and travel may serve to discriminate against women, older workers, or the disabled.
6. Inquiries concerning presence of, or treatment for, disease should be avoided. You may ask about communicable diseases. Speculation about potential use of sick leave or health insurance benefits may never be considered.
7. Minimum height or weight requirements for employment, where such requirements are not related to the job, have the effect of excluding higher percentages of women and certain minority groups, i.e., Hispanic and Asian.
8. Discrimination based on gender is clearly illegal in interviewing for most positions. Only in extremely rare cases can gender be considered job related. For example, selective certification on the basis of gender may be acceptable for some correctional or mental health treatment positions. Gender must be proven to be job related if it is to be an element of the selection process.
9. Normally, a person's credit record or garnishment record should not enter into the interview. In certain cases where bonding is a prerequisite to hiring, such questions may be appropriate.
10. Requirement of a driver's license or the use of one's own car may be considered to be discriminatory against young or physically disabled persons, unless it can be shown to be necessary to perform the duties of a position.
11. English fluency may not be a consideration unless it is proven necessary for the job.

Other Barriers to Fair Employment

A good interviewer must be aware of other kinds of issues. We have discussed some factors that must be job related, and others that are also illegal, but there are other considerations that are even more difficult to handle. Subtle personal biases and the personal interaction that occurs between interviewer and interviewee are critical factors in an interview.

- ***Personal Biases*** - Interviewers sometimes go into an interview with stereotyped ideas about people who are “different” from themselves. This type of prejudgment immediately establishes monumental hiring barriers. Regardless of how faulty the reasoning and unfair the result, these kinds of obstacles are the most difficult to deal with because they are difficult to identify and prove. People involved in interviewing have a responsibility to be aware of any personal attitudes they may have that will affect their objectivity. Try to view these attitudes as obstacles to good interviewing and work to overcome them. It is normal to form a general opinion about an individual in a very short time. An interviewer must continue to make judgments throughout the interview rather than rely on initial impressions.

Website Resources and Addresses

Michigan Websites:

- www.michiganlegislature.org
- Uniform Traffic Code for Cities, Townships, and Villages -
 - www.michigan.gov/documents/UTC_50201_7.pdf
- www.michigan.gov
 - MDoS CDL Manual -
http://www.michigan.gov/documents/cdlmanul_16090_7.pdf
 - MDoSP Decal Application Policy -
http://www.michigan.gov/documents/msp/School_Bus_Decal_App_Policy_206184_7.pdf
 - Michigan Department of Education – Transportation Best Practices –
http://www.michigan.gov/mde/0,1607,7-140-6530_6569_38338---,00.html
 - Pre-Employment Inquiry Guide – http://www.michigan.gov/documents/pre-employment_inquiry_guide_13019_7.pdf
 - Interviewing Tips –
http://www.michigan.gov/documents/interview_26251_7.pdf
- www.mapt.org
MSBO Aggregated School Bus Purchasing Program
- www.msbo.org
- WOOD-TV Grand Rapids – Student left on school bus -
 - www.woodtv.com/Global/story.asp?s=7771989
- Michigan Quality Council – Performance Measures and Methods
 - www.michiganquality.org

Federal Websites:

- www.fmcsa.dot.gov
- www.nhtsa.dot.gov
 - CNN Seatbelt Press Conference by NHTSA Administrator -
<http://www.wral.com/news/local/video/2063886/>
 - www.nts.gov –National Transportation Safety Board
- Federal Transit Administration – Public Transit providing pupil transportation
 - http://www.fta.dot.gov/laws/leg_reg_181.html

NASDPTS:

Identification and Evaluation of School Bus Route and Hazard Marking Systems

- <http://www.nasdpts.org/documents/hazard.pdf>

Travel requirements to and from Canada:

- http://travel.state.gov/travel/cbpmc/cbpmc_2223.html

National School Transportation Specifications and Procedures May 2005:

- <http://www.ncstonline.org/Documents/2005%20NSTSP-v3.pdf>
- Page 283 – Bus Evacuation and Page 286 – Accidents

Automotive Service Excellence (ASE) Mechanic Certification:

- www.asecert.org

University of Central Florida (UCF) Developing Performance Measures and Methods

- www.assess.sdes.ucf.edu/iworkshop/Developing_Performance_Indicators_Measures_and_Methods.ppt

CNN School Bus Crash Video

<http://www.cnn.com/video/?/video/us/2008/02/20/vo.bus.crash.kare>

Continuing Education Program Topics

1. Your bus fleet is experiencing a high number of on-the-road breakdowns. School officials and the community are questioning the safety of the district's school bus fleet. Develop a plan to resolve the breakdowns and instill once again the confidence of the district in the safety of the department's school buses.
2. Develop a plan for the efficient and orderly replacement of school buses in your fleet. Consider bus specifications, purchasing options, and detailed replacement criteria.
3. Develop a plan to determine the level of success of the transportation department accomplishing its stated mission. The report must include information on the daily activity of the operation as well as the periodic status of the operation. The report must include qualitative as well as quantitative information.
4. Develop an action management plan to provide direction for the development of bus routes and stops that reflect an effective and efficient school bus operation. Your plan should include, at a minimum, an overall routing concept, service level criteria including grade level considerations, student eligibility requirements, and bus loading parameters.
5. Develop a plan that insures no child remains on the bus, without adult supervision, following route completion. The plan must include sufficient redundancy and record keeping, making it failsafe.
6. You receive a phone call on Sunday from your school bus driver on a field trip to Canada. She indicated that she was involved in a crash with a motorcycle. She and all the children are okay; however, the motorcyclist was fatally injured. Your driver was charged with involuntary manslaughter because she pulled in front of the motorcycle. The Canadian Mounted Police impounded the school bus and set \$500 dollar bail for the driver. She has only \$20. Develop a plan to deal with this situation.
7. Develop a plan to create and carry out a training program(s) for pupil transportation department staff.
8. You accepted a new position as transportation supervisor. The Human Resources Director asked for a status report regarding licensing, qualifications, and training of the transportation department staff. Develop a plan that will provide that information.

Year in Review

Current State Legislative Action

Public Act 63 of 2007 – Effective 10/19/07

The bill amends the Revised School Code to do the following:

- Require each intermediate school district (ISD) to study opportunities for its constituent districts to share services with other providers of similar services, such as the ISD, other districts or ISDs, other local units, and other programs designed to achieve cost savings.
- Require the board and officials of each constituent district to cooperate with the ISD in its study.
- Require each ISD, within six months after the bill's effective date, to submit a report on the results of its study to the Michigan Department of Education (MDE).
- Require the MDE, within two months after receiving the ISDs' reports, to compile the information from them and submit a summary to the legislative standing committees responsible for education legislation.

An ISD's study and report would have to address possibilities for sharing, at least, pupil transportation, human resources administration, purchasing, technology support, professional development, financial and legal services, food and child nutritional services, event management, production printing and graphics, and shipping and receiving. An ISD's report also would have to describe the average cost per pupil for each of those services.

Public Act 101 of 2007 – Effective 10/1/07

CONTENT The bill amended the Revised School Code to do the following:

- Require an intermediate school district, in cooperation with its constituent districts, to adopt a common calendar for all of its constituent districts and ISD programs by July 1, 2008.
- Require the calendar to identify the dates of a winter holiday break and spring break for at least the next five years.
- Encourage the common calendar to identify professional development days.
- Require an ISD board and each constituent district to comply with the calendar, beginning with the 2008-2009 school year.
- Provide that a school district or ISD is not required to comply with the common school calendar until after its collective bargaining agreement expires, if that agreement was in effect on the bill's effective date and conflicts with the common calendar.
- Make exceptions for an international baccalaureate academy, a year-round school or program in operation on the bill's effective date, and a public school that operates grades 6-12 at a single site and aligns its high school curriculum with advanced placement courses as the capstone of the curriculum.
- Permit an ISD or school district that begins operating a year-round school or program after the bill's effective date, or that is operating or begins operating a school or program on a trimester schedule, to apply for a waiver from the bill's requirements, and otherwise allow the State Superintendent to grant waivers.

Public Acts 106, 107, 108, and 109 – Effective 10/1/07

The bills allow for the creation of public employer pooled medical plans under certain conditions. The bills are tie-barred to each other, and also to Senate Bill 549 (which establishes a common school calendar within intermediate school district regions), so that none could take effect unless all were enacted.

Public Act 187 of 1990 as Amended 8/15/06

Section 257.1807

(1) "School bus" means a motor vehicle with a manufacturer's rated seating capacity of 11 or more passengers, including the driver, used for the transportation of preprimary, primary, or secondary school pupils to or from school or school-related events or a multifunction school activity bus manufactured after September 2, 2003 as defined in 49 CFR 571.3, 49 CFR 571.108, and 49 CFR 571.131. School bus does not include a vehicle operated by a public transit agency or authority. A vehicle that is not a school bus is not subject to this act. For the purposes of this act, a parent, or legal guardian transporting his or her child or another child with written permission of the other child's parent or legal guardian on a school-related event is not subject to this act.

Section 257.1811

(10) All baggage, articles, equipment, or medical supplies not held by individual passengers shall be secured in a manner which assures unrestricted access to all exits by all occupants, does not restrict the driver's ability to operate the bus, and protects all occupants against injury resulting from falling or displacement of any baggage, article, or equipment. Oxygen cylinders secured to a wheelchair shall be considered to be in compliance with this subsection, provided they do not impede access to any exit.

Section 257.1823

(1) A school bus shall be equipped in a manner that the driver, in a normal seated position, either by direct vision or by use of an indirect vision mirror system, shall be able to observe objects on the roadway in front of and beside the vehicle located inside a continuously visible rectangular area. The school bus shall comply with the visibility and equipment requirements of 49 CFR 571.111.

Section 257.1849

(3) A person shall not operate a school bus or a school administrator or a person or entity under contract with a school to provide pupil transportation services shall not knowingly permit a person to operate a school bus for the transportation of pupils to and from school or school-related events if that person has 7 or more penalty points for moving violations on his or her driving record under section 320a of the Michigan vehicle code, 1949 PA 300, MCL 257.320a, or if the person has a restricted license due to a conviction for a violation of section 625 of the Michigan vehicle code, 1949 PA 300, MCL 257.625.

(4) A commercial driver license skills test shall be administered by a state authorized commercial driver license examiner to a school bus driver who has had 1 or more of the following:

(a) Had his or her driver license or commercial driver license suspended, canceled, or denied under section 303 or 319 of the Michigan vehicle code, 1949 PA 300, MCL 257.303 and 257.319.

(b) Has been disqualified from operating a commercial motor vehicle.

(c) Has been convicted of any of the disqualifying offenses in 49 CFR 383.51(b) while operating a commercial motor vehicle or any offense in a noncommercial motor vehicle that would be a disqualifying condition under 49 CFR 383.51(b) if committed in a commercial motor vehicle.

(d) Has more than 1 conviction of any of the serious traffic violations defined in 49 CFR 383.5, while operating a commercial motor vehicle within the last 3 years.

(e) Has been convicted of any motor vehicle traffic violation that resulted in an accident while operating a commercial motor vehicle.

(f) Has been disqualified from operating a school bus under section 49(3).

(g) A driver who is required to take a test under this subsection shall not operate a school bus until the driver has passed the test. The commercial driver license skills test shall be conducted by an examiner not employed or under contract with the same agency or school of the driver being tested.

Section 257.1855

(8) For purposes of this section, a school bus is clearly and continuously visible if both of the following standards are satisfied:

(a) Approaching traffic is able to see the front of a school bus extending from the roofline to and including the headlamps at the distances specified in subsection (5).

(b) Approaching traffic is able to see the back of a school bus extending from the roofline to and including the tail lamps and stop lamps at the distances specified in subsection (5).

Public Act 451 of 1976 "Revised School Code"

Section 380.1230(d)

(1) If a person who is employed in any capacity by a school district, intermediate school district, public school academy, or nonpublic school; who has applied for a position with a school district, intermediate school district, public school academy, or nonpublic school and has had an initial criminal history check under section 1230 or criminal records check under section 1230a; or who is regularly and continuously working under contract in a school district, intermediate school district, public school academy, or nonpublic school, is charged with a crime listed in section 1535a(1) or a violation of a substantially similar law of another state, a political subdivision of this state or another state, or of the United States, the person shall report to the department and to the school district, intermediate school district, public school academy, or nonpublic school that he or she has been charged with the crime. All of the following apply to this reporting requirement:

(a) The person shall make the report on a form prescribed by the department.

(b) The person shall submit the report to the department and to the superintendent of the school district or intermediate school district or chief administrator of the public school academy or nonpublic school.

(c) The person shall submit the report within 3 business days after being arraigned for the crime.

Section 380.1230(g)

(1) Not later than July 1, 2008, the board of a school district or intermediate school district, the board of directors of a public school academy, or the governing body of a nonpublic school shall do both of the following for each individual who, as of January 1, 2006, is either a full-time or part-time employee of the school district, intermediate school district, public school academy, or nonpublic school or is assigned to regularly and continuously work under contract in any of its schools:

(a) Request from the criminal records division of the department of state police a criminal history check on the individual.

(b) Request the department of state police to conduct a criminal records check on the individual through the federal bureau of investigation. The board, board of directors, or governing board shall require the individual to submit his or her fingerprints to the department of state police for the purposes of this subdivision. The department of state police may charge a fee for conducting the criminal records check.

Arraignment Disclosure Form
(School District or Non-Public School Name)

Name (Please Print)

School Name (Please Print)

School District (Please Print)

Position (Please Print)

Date of Arraignment (Please Print)

Pursuant to Public Act 131 of 2005, I, hereby disclose that I was arraigned on the
aforementioned date for the criminal offense of _____
in _____ Court, located in the State of _____
_____, County of _____.

In signing this form, I acknowledge that I understand that failure to disclose this
information is a violation of Public Act 131 and can result in action being taken relative to
my certification and/or employment.

In signing this form, I acknowledge that I understand that should I be convicted of or pled
guilty or nolo contendere (no contest) nor am I the subject of a finding of guilt by a judge or
jury, it is my responsibility to disclose to the court that I am employed by a school, public or
non-public. I also understand that if I am subsequently not convicted of any crime after the
completion of judicial proceedings resulting from that charge, I must request, in writing,
that the Michigan Department of Education and the employing school/district delete the
report from my records.

Signature

Date

Send Form to:

**Dr. Flora L. Jenkins, Director
Office of Professional Preparation Services
P.O. Box 30008
Lansing, Michigan 48909**

Federal Motor Vehicle Safety Standards

Multifunction School Activity Bus

§ 571.3 Definitions.

Multifunction school activity bus

(MFSAB) means a school bus whose purposes do not include transporting students to and from home or school bus stops. (Emphasis is author's.)

§ 571.108 Standard No. 108; Lamps, reflective devices, and associated equipment.

5.1.4 Except for multifunction school activity buses, (Emphasis is author's.) each school bus shall be equipped with a system of either:

(a) Four red signal lamps designed to conform to SAE Standard J887, *School Bus Red Signal Lamps*, July 1964, and installed in accordance with that standard; or:

(b) Four red signal lamps designed to conform to SAE Standard J887, *School Bus Red Signal Lamps*, July 1964, and four amber signal lamps designed to conform to that standard, except for their color, and except that their candlepower shall be at least 2 1/2 times that specified for red signal lamps. Both red and amber lamps shall be installed in accordance with SAE Standard J887, except that:

(i) Each amber signal lamp shall be located near each red signal lamp, at the same level, but closer to the vertical centerline of the bus; and

(ii) The system shall be wired so that the amber signal lamps are activated only by manual or foot operation, and if activated, are automatically deactivated and the red signal lamps automatically activated when the bus entrance door is opened.

§ 571.131 Standard No. 131; School bus pedestrian safety devices.

S3. *Application*. This standard applies to school buses other than multifunction school activity buses. (Emphasis is mine.)

§571.111 Mirror Coverage Standard

Nat'l Highway Traffic Safety Admin., DOT

§ 571.1

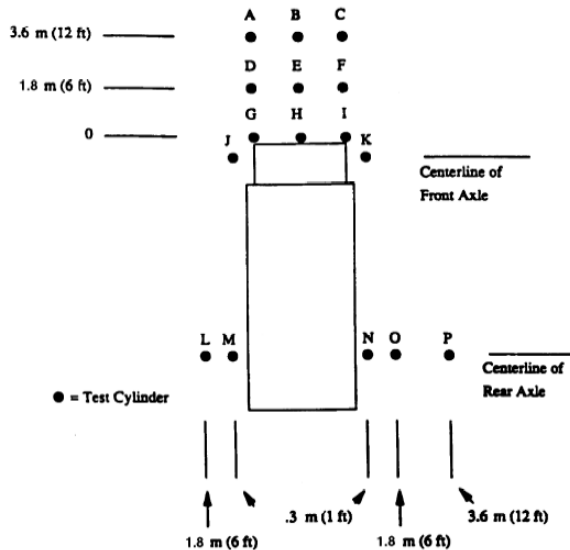


Figure 2.—Location of Test Cylinders for School Bus Field-of-View Test
All Dimensions in Meters (m)

Federal Motor Carrier Safety Regulations

Question 11: Is the interstate transportation of students, teachers and parents to school events such as athletic contests and field trips performed by municipalities subject to the FMCSRs? If a fee is charged to defer the municipality's expenses, does this affect the applicability of the regulations?

Guidance: [§390.3\(f\)\(2\)](#) specifically exempts transportation performed by the Federal Government, a State, or any ***political subdivision of a State*** from the FMCSRs. Charging a fee to defer governmental costs does not affect this exemption.

However, this exemption does not apply to the CDL requirements in part 383. Also, if governmental entities engage in interstate charter transportation of passengers, they must comply with accident report retention requirements of part 390.

Alcohol and Drug Testing

§ 382.601 Employer obligation to promulgate a policy on the misuse of alcohol and use of controlled substances.

(a) *General requirements.* Each employer shall provide educational materials that explain the requirements of this part and the employer's policies and procedures with respect to meeting these requirements.

(a)(1) The employer shall ensure that a copy of these materials is distributed to each driver prior to the start of alcohol and controlled substances testing under this part and to each driver subsequently hired or transferred into a position requiring driving a commercial motor vehicle.

(a)(2) Each employer shall provide written notice to representatives of employee organizations of the availability of this information.

(b) *Required content.* The materials to be made available to drivers shall include detailed discussion of at least the following:

(b)(1) The identity of the person designated by the employer to answer driver questions about the materials;

(b)(2) The categories of drivers who are subject to the provisions of this part;

(d) *Certificate of receipt.* Each employer shall ensure that each driver is required to sign a statement certifying that he or she has received a copy of these materials described in this section. Each employer shall maintain the original of the signed certificate and may provide a copy of the certificate to the driver.

Question 1: If a driver refuses to sign a statement certifying that he or she has received a copy of the educational materials required in [§382.601](#) from their employer, will the employee be in violation of [§382.601](#)? May the driver's supervisor sign the certificate of receipt indicating that the employee refused to sign?

Guidance: The employer is responsible for ensuring that each driver signs a statement certifying that he or she has received a copy of the materials required in [§382.601](#). The employer is required to maintain the original of the signed certificate and may provide a copy to the driver. The employer would be in violation if it uses a driver, who refuses to comply with [§382.601](#), to perform any safety sensitive function, because [§382.601](#) is a requirement placed on the employer. The employee would not be in violation if he or she drove without signing for the receipt of the policy. **It is not permissible for the driver's supervisor to sign the certificate of receipt; however, it is advisable for the employer to note the attempt, the refusal, and the consequences of such action. Also, please note that the signing of the policy by the employee is in no way an acknowledgment that the policy itself complies with the regulations.**

§383.5 Definitions

Serious traffic violation means conviction of any of the following offenses when operating a CMV, except weight, defect and parking violations:

- (a) Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
- (b) Reckless driving, as defined by State or local law or regulation, including but not limited to offenses of driving a CMV in willful or wanton disregard for the safety of persons or property;
- (c) Improper or erratic traffic lane changes;
- (d) Following the vehicle ahead too closely;
- (e) A violation, arising in connection with a fatal accident, of State or local law relating to motor vehicle traffic control;
- (f) Driving a CMV without obtaining a CDL;
- (g) Driving a CMV without a CDL in the driver's possession. Any individual who provides proof to the enforcement authority that issued the citation, by the date the individual must appear in court or pay any fine for such a violation, that the individual held a valid CDL on the date the citation was issued, shall not be guilty of this offense; or
- (h) Driving a CMV without the proper class of CDL and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported.

§383.51b

(b) **Disqualification for major offenses.** Table 1 to [§383.51](#) contains a list of the offenses and periods for which a driver must be disqualified, depending upon the type of vehicle the driver is operating at the time of the violation, as follows:

Table 1 to §383.51

If a driver operates a motor vehicle and is convicted of:	For a first conviction or refusal to be tested <u>while operating a CMV</u> , a person required to have a CDL and a CDL holder must be disqualified from operating a CMV for...	For a first conviction or refusal to be tested <u>while operating a non-CMV</u> , a CDL holder must be disqualified from operating a CMV for...	For a first conviction or refusal to be tested <u>while operating a CMV</u> transporting hazardous materials required to be placarded under the Hazardous Materials Regulations (49 CFR part 172, subpart F), a person required to have a CDL and CDL holder must be disqualified from operating a CMV for...	For a second conviction or refusal to be tested in a separate incident of any combination of offenses in this Table <u>while operating a CMV</u> , a person required to have a CDL and a CDL holder must be disqualified from operating a CMV for...	For a second conviction or refusal to be tested in a separate incident of any combination of offenses in this Table <u>while operating a non-CMV</u> , a CDL holder must be disqualified from operating a CMV for...
(1) Being under the influence of alcohol as prescribed by State law.	1 year	1 year	3 years	Life	Life
(2) Being under the influence of a controlled substance.	1 year	1 year	3 years	Life	Life
(3) Having an alcohol concentration of 0.04 or greater while operating a CMV	1 year	Not applicable	3 years	Life	Not applicable
(4) Refusing to take an alcohol test as required by a State or	1 year	1 year	3 years	Life	Life

jurisdiction under its implied consent laws or regulations as defined in §383.72 of this part.					
(5) Leaving the scene of an accident.	1 year	1 year	3 years	Life	Life
(6) Using the vehicle to commit a felony other than a felony described in paragraph (b)(9) of this table.	1 year	1 year	3 years	Life	Life
(7) Driving a CMV when, as a result of prior violations committed operating a CMV, the driver's CDL is revoked, suspended, or canceled, or the driver is disqualified from operating a CMV.	1 year	Not applicable	3 years	Life	Not applicable
(8) Causing a fatality through the negligent operation of a CMV, including but not limited to the crimes of motor vehicle manslaughter, homicide by motor vehicle and negligent homicide.	1 year	Not applicable	3 years	Life	Not applicable
(9) Using the vehicle in the commission of a felony involving manufacturing, distributing, or dispensing a controlled substance.	Life-not eligible for 10-year reinstatement.	Life-not eligible for 10-year reinstatement.	Life-not eligible for 10-year reinstatement.	Life-not eligible for 10-year reinstatement.	Life-not eligible for 10-year reinstatement

Question of the Year

May a school bus pull a trailer?

No law or rule specifically prohibits a school bus from pulling a trailer.

However, several issues do arise:

1. Licensing - If the trailer being pulled has a Gross Vehicle Weight Rating (GVWR) of 10,001 pounds or more, the driver must possess an "A" Group Designation with his/her CDL.

2. Vehicle Safety Inspection criteria contained in The Michigan Department of State Police School Bus Decal Application Policy:

Body and Sheet Metal

Body Condition Exterior: General:

Red tag for any school bus body part that is loose, torn, dislocated, or protruding from the surface of the bus, creating a hazard.

Lighting and Electrical

Lighting Systems: General

All vehicles shall be equipped with lamps that provide adequate illumination of the roadway and enhance conspicuity of motor vehicles so that their presence is perceived and signals understood, in daylight, darkness and other conditions of reduced visibility.

(Trailer shall not block lights and signals given by the school bus.)

Emergency Exits and Aisles

Emergency Exits: General

Red Tag for any emergency door, roof hatch, or window that does not open freely or completely as designed.

Aisles: General

Red Tag if there are objects blocking aisles or exits.

3. Pulling a trailer changes school bus operating characteristics.

4. What experience does the school bus driver have pulling a trailer behind any vehicle and especially behind a school bus?